The Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

STATE COLLEGE AT WORCESTER

Spring—1963

Program of Continuing Studies

Beginning January 28, 1963

UNDER THE AUSPICES OF

DIVISION OF STATE COLLEGES

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SCHEDULE OF CLASSES

NOTE: Courses carrying undergraduate credit only are numbered in the 700 series; courses carrying both undergraduate and graduate credit are numbered in the 800 series; and courses carrying graduate credit only, in the 900 series. Assistance in selecting and registering in all courses is available in ROOM G-25 (Gymnasium-Library Building), the W.S.C. Office of the Program of Continuing Studies. . . . Worcester 756-5121.

Monday, 4:30-7:15 P.M., beginning January 28, 1963

	Course Number and Title	Instructor	Room No.
S-835	Art for the Classroom Teacher	Mary T. Cosgrove	Art Room
S-906	Role of School Adjustment Counselor	John D. Coughlin	G-22
S-846	Teaching Science in Elem. Grades	Paul A. Holle	23
S-819	The Short Story—A Study of World Emphases	Kathryn R. O'Donnell	G-23
S-814	Methods and Materials in Teaching the Gifted	Helga E. Peterson	G-26
S-902	Section A Philosophical Foundations of Education—Part II	Joseph W. Riordan	31-A
S-910	Section A Research and Evaluation	William L. Sullivan	G-24

Tuesday, 4:30-7:15 P.M., beginning January 29, 1963

S-815	Curriculum Development and Organization	Vera M. Dowden	31-A
S-806	Section A Supervision in Today's Schools	Elizabeth V. Foster	24-A
S-903	Psychological Foundations of Education—Part I	Joseph C. Lonergan	34-A
S-807	Principles and Practices in Guidance (Guidance I)	Paul J. McCarron	G-23
S-849	Trigonometry	Edmund C. Osborne	13
S-908	Techniques of Counseling (Guidance III)	Joseph C. Scannell	G-22
S-904	Section A Psychological Foundations of Education—Part II	Joseph A. Shea	G-26
S-883	Methods and Materials in Early Childhood Education	Elizabeth A. Mahan	G-24

Wednesday, 4:30-7:15 P.M., beginning January 30, 1963

S-817	Teaching Reading in Elem. Schools	Elizabeth R. Barlow	36
S-901	Philosophical Foundations of Education—Part II	Walter Busam	21-A
S-904	Section B Psychological Foundations of Education—Part II	Achille A. Joyal	G-26
S-910	Section B Research and Evaluation	William D. Joyce	G-24
S-902	Section B Philosophical Foundations of Education—Part II	William K. Masterson	23
S-828	The Geography of Europe	Robert F. Perry, Jr.	21
S-907	Problems in Organization and Administration of Guidance (Guidance II)	G. Flint Taylor	G-23
S-882	Studies in Adolescent Psychology	Thomas Todd	G-22

Thursday, 4:30-7:15 P.M., beginning January 31, 1963

S-836	Teaching Music in Elementary Schools	Thomas H. Carpenter	15
S-850	School Public Relations	Robert W. Goss	21-A
S-806	Section B Supervision in Today's Schools	Ruth Griffiths	34-A
S-860	Backgrounds of Modern Chemistry—The Chemical Bond Approach (CBA)	Melvin Merken	Chem. Lab.
S-811	Methods and Materials in Home Economics for the Special Class Teachers and Others	Mary L. O'Connor	G-22
S-918	Measurement of Intelligence	Ruth V. Somers	31-A
S-915	Introduction to Programmed Instruction	William R. Tracey	G-23
S-839	The Colonial Period of American History	Francis G. Walett	G-26

GENERAL INFORMATION

The courses announced in this bulletin are offered by the Massachusetts Department of Education in cooperation with the State College at Worcester. The Department of Education reserves the right to cancel any course which does not have a minimum of 20 enrollments.

Both graduate and undergraduate courses are offered. Courses carrying undergraduate credit only are numbered in the 700 series; courses carrying both graduate and undergraduate credit are numbered in the 800 series; courses carrying graduate credit only are numbered in the 900 series.

REGISTRATION

Registration should be made on January 21, 22, 23, 24, and 25 from 3 to 5 P.M. or during the first week of the Spring semester at Worcester State College at Worcester, Massachusetts.

To facilitate course selection, provisions have been made for registration in advance by mail. The registration blank found on the last page should be forwarded to the college immediately. Registration fees must be paid by check or money order to the State College at Worcester. Cash will not be accepted. Assignment to classes which are or will be sectioned will be made in the order of completed registration.

COSTS

Tuition for residents of Massachusetts is $18 per semester hour of credit; for non-residents, $25 per semester hour of credit; and for auditors, $11 per semester hour. A **late registration fee** of $2.00 required of all, including veterans, after first meeting of course. A **$2.00 fee** payable for any change of registration after first meeting except when a course is cancelled. A **registration fee of $2.50 required of all students including veterans.** UNDER NO CIRCUMSTANCES WILL ANY OF THE REGISTRATION FEES BE REFUNDED.

VETERANS

Any resident of Massachusetts who has served in any branch of the armed services for at least **90 days,** one of which must have been served either between **September 16, 1940,** and **December 31, 1946,** or between **June 25, 1950,** and **January 31, 1955,** and who has a discharge other than dishonorable may enroll without charge for instruction in any course here offered within the established limitation of 120 semester hours. To establish his eligibility the veteran must present his discharge (or a photostatic copy) or certificate of satisfactory service in the case of officers, together with proof of residence, in advance of the opening date of class meeting.

Disabled veterans may also take courses without charge. The disabled veteran should obtain a certificate of disability from the United States Veterans Administration and a residence certificate from the Board of Assessors or from the Town or City Clerk establishing either six months' residence prior to entry into service or five years' residence prior to date of application.

CREDIT

Regulations and requirements for degree study may be obtained at the office of the Director of Continuing Studies, State College at Worcester. It is urgently recommended that the guidance and advice of the Director be sought and faithfully followed in planning a program of study. For teachers in service, a maximum of six semester hours per semester may be credited toward a degree.

The degree of Master of Education is awarded at the State Colleges at Boston, Bridgewater (including Hyannis Summer Session), Fitchburg, Framingham, North Adams, Salem, Westfield, and Worcester. Graduate courses in partial fulfillment of the requirements for this degree may be offered from time to time in the other State Colleges and the Massachusetts College of Art.

The Comprehensive Examination will be conducted on Friday, April 5, 1963, at 4 P.M. Graduate students who will have completed their formal course work in the required areas by the end of June, 1963, will be eligible to take it.

Registration for the 1963 Summer Session will be conducted from June 3 through June 7, 1963, from 3 to 5 P.M. and on the first day of SS-1963. It is anticipated that the following courses will be offered during the 1963 Summer Session:

Intensive Teacher Preparation Workshop in Elementary Education
Philosophical Foundations of Education, Parts I and II
Psychological Foundations of Education, Parts I and II
Research and Evaluation
Guidance I, II, and III
Curricular Methods and Materials in Elementary Education
Curricular Methods and Materials in Secondary Education
School Administration
Special Education

It is anticipated that courses in the areas of history, geography, and the social studies, physical science, the creative arts, English, and the language arts will be offered.

COURSE DESCRIPTIONS

S-835 Art for the Classroom Teacher

3 semester hours — Mary T. Cosgrove

Monday, 4:30-7:15 P.M., beginning January 28, 1963

In this studio workshop students will enrich their experiences in dealing with the art materials, skills and techniques valuable to the classroom teacher. A combination lecture, informal discussion, and activity course will provide individual and group work in such areas as basic drawing, painting, lettering, and modeling. Exhibits, reproductions and slides will be used as enrichment material.

S-906 Role of School Adjustment Counselor

3 semester hours — John D. Coughlin

Monday, 4:30-7:15 P.M., beginning January 28, 1963

This course will concern itself with the duties of School Adjustment Counsellors; preparation for the work; and the administration of the program on a State and local level. The philosophy underlying school adjustment counselling will be analyzed and the work of the Counsellors in the school and community setting will be explained. Emphasis will be placed on the significant values of the program for detecting and helping children whose maladjustment prevents them from profiting within their capacity from the school experience and which, if allowed to worsen as the years go on, will develop into serious school and community problems.

The course is open to school administrators, principals, supervisors, teachers, and guidance personnel. It will satisfy in part the graduate requirements for the School Adjustment Counsellor's certificate.

S-846 Teaching Science in the Elementary Grades

3 semester hours — Paul A. Holle

Monday, 4:30-7:15 P.M., beginning January 28, 1963

This course is designed to encourage and strengthen the teaching of science in elementary (primary and intermediate) grades. Although the several methods of teaching will be stressed, including instructor and student demonstrations and experiments, the following additional areas will be explored: objectives and place of science in the elementary curriculum; techniques of helping children learn science; organization of a science program; and such special problems as obtaining, constructing, and using materials, the selection of texts and reference books, and availability of pertinent visual aids.

S-819 The Short Story, A Study of World Emphases

3 semester hours — Kathryn R. O'Donnell

Monday, 4:30-7:15 P.M., beginning January 28, 1963

This course is designed to provide a study of the development of the short story as a literary form, and an analysis of its techniques through a study of examples from the works of world writers. Practice in interpretative analysis and critical evaluation is provided.

S-814 Methods and Materials in Teaching the Gifted

3 semester hours — Helga E. Peterson

Monday, 4:30-7:15 P.M., beginning January 28, 1963

An historical review and an analysis of contemporary curricular practices for the gifted will develop an awareness of the teaching methods in this area. Materials of instruction and teaching practices to accommodate the interests, capacities, talents and skills of the gifted child will be studied in order to enable teachers to develop educative experiences challenging to the academically talented.

S-902 Philosophical Foundations of Education—Part II, Section A

3 semester hours — Joseph W. Riordan

Monday, 4:30-7:15 P.M., beginning January 28, 1963

This course makes application of the philosophical bases of education to recurrent and contemporary educational issues and problems. Each topic is studied from the viewpoint of each of the major philosophical systems and the related educational concepts in order to determine to what extent a synthesis of viewpoint may be achieved.

S-910 Research and Evaluation—Section A

3 semester hours — William L. Sullivan

Monday, 4:30-7:15 P.M., beginning January 28, 1963

This course will stress the use of appropriate research methods in the selection and evaluation of data. It is designed to aid teachers in the preparation and understanding of educational research reports. Points of emphasis will include the nature of research, library techniques and resources, selection and delimitation of problems, documentation, organization and format of a report, appraisal of educational literature, necessary statistical concepts and methods of research. The student will be expected to demonstrate his knowledge of these in a term paper.

S-815 Curriculum Development and Organization

3 semester hours — Vera M. Dowden

Tuesday, 4:30-7:15 P.M., beginning January 29, 1963

This course is planned to provide basic preparation for spe-

cialized study in the fields of school curriculum, organization, and development. General consideration will be given to the determination of educational direction, the choice of principles and procedures, the basic issues, the patterns of curriculum organization, the method of revision and evaluation, and the role of the teacher in curriculum development. The subject, activity, and core curricula will be identified and analyzed. The curriculum guide and curriculum planning will be discussed. Individual projects and group dynamic process on either the elementary or secondary level will supplement lectures and class discussions.

S-806 Supervision in Today's Schools—Section A

3 semester hours — Elizabeth V. Foster

Tuesday, 4:30-7:15 P.M., beginning January 29, 1963

This course is designed as an introductory course in supervision for teachers, school administrators, and supervisors at both the elementary and secondary school levels. Significant topics included in the course are: concepts of supervision; principles of supervision; organization for supervision; group process; techniques of supervision; and the evaluation and improvement of instruction, curriculum, and the supervisory program. Opportunity will be provided for concentrated study and application of the materials of the course to elementary, secondary, or special subject work.

This course, or its equivalent, is prerequisite for all advanced courses in supervision.

S-903 Psychological Foundations of Education—Part I

3 semester hours — Joseph C. Lonergan

Tuesday, 4:30-7:15 P.M., beginning January 29, 1963

This course covers the theoretical aspects of psychology for the classroom teacher. It includes a systematic analysis of the major schools of psychology and a study of the effects of heredity and environment. Reading in the following areas will be required: results of research on growth and development, theories of intelligence, concepts in measurement and evaluation, individual differences in capacity and achievement, and learning theory.

S-807 Principles and Practices in Guidance

3 semester hours — Paul J. McCarron

Tuesday, 4:30-7:15 P.M., beginning January 29, 1963

This is an introductory course designed to provide the student with an understanding of the need, meaning, and scope of guidance services. The principles and practices involved in the following guidance areas will be considered: introduction and philosophy of guidance; understanding the individual and his needs; essential orientation activities for the student;

collecting, recording, and evaluating data; interviewing and counseling; guidance through group activities; placement and follow-up activities; organization and evaluation of guidance. The emphasis of the course will be placed upon the role of the classroom teacher in the guidance program.
Note: This course or its equivalent is a prerequisite of advanced courses in guidance.

S-849 Trigonometry

3 semester hours — Edmund C. Osborne

Tuesday, 4:30-7:15 P.M., beginning January 29, 1963

The purpose of this course is to establish a working knowledge of trigonometric functions and equations; signs and functions of various angles; radians, variations, and graphs; and the solution of plane and spherical triangles, including logarithmic solutions. The importance of trigonometry as an aid in the teaching of algebra and geometry will be emphasized throughout the course.

S-908 Techniques of Counseling—Guidance III

3 semester hours — Joseph C. Scannell

Tuesday, 4:30-7:15 P.M., beginning January 29, 1963

This course is intended for teachers and others interested in guidance. Principles of counseling and the application of basic and advanced techniques to the counseling process will be included. Case studies and personal, educational, and vocational problems on the elementary, secondary, and college levels in counselor-situations will be presented.

S-883 Methods and Materials in Early Childhood Education

3 semester hours — Elizabeth A. Mahan

Tuesday, 4:30-7:15 P.M., beginning January 29, 1963

Through media which include group discussions and committee reports on assigned readings and projects, class members will study and evaluate modern methods and materials in Early Childhood Education. Suggested applications will be given. Emphasis will be focused on unit activities for younger children. Parents and community contacts, research in music and art, and individual problems will be stressed.

S-904 Psychological Foundations of Education—Part II, Section A

3 semester hours — Joseph A. Shea

Tuesday, 4:30-7:15 P.M., beginning January 29, 1963

This course is an advanced systematic exposition of various psychological principles related to teaching, with a special emphasis on the application of these principles to specific classroom situations. Readings will be required in the areas of: emotional growth, mental health, motivation, discipline, dynamics of interpersonal relationships, social psychology, and adolescent psychology.

S-817 The Teaching of Reading in Elementary Schools
3 semester hours — Elizabeth R. Barlow
Wednesday, 4:30-7:15 P.M., beginning January 30, 1963

This course is designed to cover the function of reading in the modern school program, effective procedures for developing the basic reading skills, practical techniques for improving pupil competence in the reading-study skills of the content areas and methods of diagnosing and correcting reading deficiencies.

S-901 Philosophical Foundations of Education—Part I
3 semester hours — Walter Busam
Wednesday, 4:30-7:15 P.M., beginning January 30, 1963

This course is an historical approach to the study of educational thought and includes an examination of primary educational concepts which have evolved through western thought to the present day. Selections from the great documents in educational thought are studied in relation to the historical period in which they were produced. The student is expected to read and analyze the original contributions of the major educational philosophers.

S-904 Psychological Foundations of Education—Part II, Section B
3 semester hours — Achille A. Joyal
Wednesday, 4:30-7:15 P.M., beginning January 30, 1963

This course is an advanced systematic exposition of various psychological principles related to teaching, with a special emphasis on the application of these principles to specific classroom situations. Readings will be required in the areas of: emotional growth, mental health, motivation, discipline, dynamics of interpersonal relationships, social psychology, and adolescent psychology.

S-910 Research and Evaluation—Section B
3 semester hours — William D. Joyce
Wednesday, 4:30-7:15 P.M., beginning January 30, 1963

This course will stress the use of appropriate research methods in the selection and evaluation of data. It is designed to aid teachers in the preparation and understanding of educational research reports. Points of emphasis will include the nature of research, library techniques and resources, selection and delimitation of problems, documentation, organization and format of a report, appraisal of educational literature, necessary statistical concepts and methods of research. The student will be expected to demonstrate his knowledge of these in a term paper.

S-902 Philosophical Foundations of Education—Part II, Section B

3 semester hours — William K. Masterson

Wednesday, 4:30-7:15 P.M., beginning January 30, 1963

This course makes application of the philosophical bases of education to recurrent and contemporary educational issues and problems. Each topic is studied from the viewpoint of each of the major philosophical systems and the related educational concepts in order to determine to what extent a synthesis of viewpoint may be achieved.

S-828 The Geography of Europe

3 semester hours — Robert F. Perry, Jr.

Wednesday, 4:30-7:15 P.M., beginning January 30, 1963

A geographical analysis will be made of the physical environment and a socio-geographic study to the economic, political, and cultural characteristics of the individual countries of Europe will be completed by students in S-828. The over-all physical and cultural assets and liabilities of each country and of the continent as a whole will be studied in order to integrate the national geographies with regional and continental problems.

S-907 Problems in Organization and Administration of Guidance

3 semester hours — G. Flint Taylor

Wednesday, 4:30-7:15 P.M., beginning January 30, 1963

This course will acquaint potential and in-service teachers in the elementary and secondary schools with the latest vocational guidance information. Analysis and discussion of unusual homeroom, community, group, and individual guidance problems will be stressed. Clinical guidance procedures, testing, and the principles and methods of interviewing will be presented. The course will consist mainly of lectures, discussions, and panel participations. Individual reports and research will be required.

S-882 Studies in Adolescent Psychology

3 semester hours — Thomas Todd

Wednesday, 4:30-7:15 P.M., beginning January 30, 1963

Emphasis will be on the adolescent as he is seen by the classroom teacher and the problems that confront the teacher in directing his growth toward acceptable social standards. This course will stress the application of psychological principles to the pupil's adjustment to school, home, and community and the development of a well-integrated personality.

S-836 The Teaching of Music in Elementary Schools

3 semester hours — Thomas H. Carpenter

Thursday, 4:30-7:15 P.M., beginning January 31, 1963

This will be a practicum for the improvement of the teaching of music at all levels. The complete five-part music program of the schools will be analyzed and criticized. Some attention will be given to the latest and most successful teaching materials including: new basal series, the tape recorder, the rhythm band, other class instruments, and recordings. This course is open to all who are interested in music.

S-850 School Public Relations

3 semester hours — Robert W. Goss

Thursday, 4:30-7:15 P.M., beginning January 31, 1963

A study will be made of current practices of the school and community working together, the use of community resources, cooperative school-community committees and their activities for better schools and more effective educational programs. An evaluation will be presented of means of cooperating to bring about sound economic support in order to improve mutual facilities and services for pupil development and community improvement.

S-806 Supervision in Today's Schools—Section B

3 semester hours — Ruth Griffiths

Thursday, 4:30-7:15 P.M., beginning January 31, 1963

This course is designed as an introductory course in supervision for teachers, school administrators, and supervisors at both the elementary and secondary school levels. Significant topics included in the course are: concepts of supervision; principles of supervision; organization for supervision; group process; techniques of supervision; and the evaluation and improvement of instruction, curriculum, and the supervisory program. Opportunities will be provided for concentrated study and application of the materials of the course to elementary, secondary, or special subject work.

This course, or its equivalent, is prerequisite for all advanced courses in supervision.

S-860 Backgrounds of Modern Chemistry—The Chemical Bond Approach

3 semester hours — Melvin Merken

Thursday, 4:30-7:15 P.M., beginning January 31, 1963

After giving the student a general view of the important advances in chemistry during the past fifty years, this course will familiarize teachers with one of the new programs, the Chemical Bond Approach, in high school chemistry. Its lectures, demonstrations, and laboratory experiments should be of value to all science teachers at all levels.

S-311 Methods and Materials in Home Economics for the Special Class Teachers and Others

3 semester hours Mary L. O'Connor

Thursday, 4:30-7:15 P.M., beginning January 31, 1963 S-915

Students in this course will survey and analyze modern methods, materials, and techniques in teaching the various phases of Home Economics in special classes and also in elementary and secondary schools. Opportunities will be provided for students to pursue studies related to their specific classroom problems. This course may be taken toward State Certification to teach in a Special Class.

S-918 Measurement of Intelligence

3 semester hours Ruth V. Somers

Thursday, 4:30-7:15 P.M., beginning January 31, 1963 S-838

Prerequisite: Credits in Tests and Measurements. All registrants must be prepared to purchase the Kit required to complete the minimum number of tests.

In this course students will be concerned with a study of the origins and uses of intelligence tests. Specific emphasis will be given the 1960 revision of the Stanford-Binet

test. Attention will be centered on administering, scoring, and interpreting the Stanford-Binet test. This course may be used to meet the requirements for a Binet certificate.

Introduction to Programmed Instruction

3 semester hours William R. Tracey

Thursday, 4:30-7:15 P.M., beginning January 31, 1963

This course is designed to provide teachers and school administrators with an overview of programmed learning, define and analyze programing issues, survey currently available programs and teaching machines, and consider administrative problems associated with the introduction of programmed learning approaches. Opportunity for guided practice in frame writing and for the study of student-initiated problems will also be provided.

The Colonial Period of American History

3 semester hours Francis G. Walett

Thursday, 4:30-7:15 P.M., beginning January 31, 1963

Students in this course will study intensively selected topics in early American history from the Age of Discovery through the American Revolution. Class activities will include lectures, assigned readings, panel discussions and individual reports.

[Removed from 1963 (Spring), back cover] [#1]

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